

HOW SELF-EFFICACY, SUBJECTIVE NORMS, AND ENTREPRENEURIAL ATTITUDES IMPACT ON VOCATIONAL STUDENT'S ENTREPRENEURIAL INTENTION?

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Abstract

This study aims to determine the effect of self-efficacy, subjective norms, and entrepreneurial attitudes on entrepreneurial intentions among vocational students in East Jakarta, Indonesia. As the slogan "SMK Bisa", vocational student's entrepreneurship should be directed and empowered from an early age. This survey study has 200 students as a sample which used proportional random sampling as a sampling technique. The data were generated through the questionnaire and analyzed used multiple linear regression techniques to test the validity and reliability. The results show that both self-efficacy, and subjective norms, as well as entrepreneurial attitudes positively and significantly impact student's entrepreneurial intentions. Drawing upon these findings, this study reveals that, schools and government have to strive to encourage student's desire, thus their intention on the entrepreneurial increase and become provisions for vocational students after graduating to improve their quality of life.

Keywords: Entrepreneurial Intention, Self Efficacy, Subjective Norms, and Entrepreneurial Attitudes

Introduction

Unemployment and poverty are problems faced by developing countries, including Indonesia. The large number of workers who want to enter the world of work is not proportional to the available employment opportunities (BPS (Central Statistics Agency), 2020). Quoting from Beritagar. id (06/11/2019), it was stated that according to the Head of BPS as of August 2019 there were 7.05 million unemployed people, this number increased by 3.3 percent from February 2019 which was 6.82 million people. One of the factors for the high unemployment rate in Indonesia is the large number of workers directed to the formal sector so that when jobs in the formal sector do not grow and develop, people do not try to create their jobs in the private sector.

One of the alternatives to solving unemployment and poverty problems is to empower people through entrepreneurship

programs. Entrepreneurship can boost a country's economy in a fast time. This is because entrepreneurship is easy to practice and most are entrepreneurial comes from the youth and the lower middle class

In general, entrepreneurship can be defined as an activity to create something new. By doing entrepreneurship, people can work according to their wishes and profit maximally. Besides, it can be a place for individuals to develop their potential and open up opportunities to help people get jobs.

The development of a country will be more successful if it is assisted by entrepreneurs who create jobs for other people, this is because the government's ability to manage state finances is very limited. Therefore, the government continues to strive to encourage the desire of the people to be able to open their businesses. As Rahmat (2005) says that entrepreneurship has a role as a driving force, controller, and driver for the nation's economic development.

There are lots of opportunities in entrepreneurship for everyone who can see these business opportunities. Although large companies attract more public attention, small businesses are no less important in their role for the social life and economic growth of a country. Referring to Kompasiana (24/08/2017) it is stated that Micro, Small, and Medium Enterprises (MSMEs) have three important roles, namely alleviating people from the abyss of poverty, leveling the economic level of the small people, and providing foreign exchange for state income.

The influence of entrepreneurship education has been considered as one of the important factors for cultivating and developing entrepreneurial passion, spirit, and behavior among the younger generation. Related to the influence of entrepreneurship education, it is necessary to have an understanding of how to develop and encourage the birth of potential young entrepreneurs while they are in education. Their attitudes, behavior, and knowledge about entrepreneurship will form a tendency to open new businesses in the future.

Vocational High School (SMK) is a form of formal education unit that provides vocational education at the secondary education level as a continuation of junior high school. According to Government Law number 20, the Year 2013, the vocational school aims to produce graduates who have certain skills so that they can improve their quality of life. However, based on Central Statistics Agency (BPS) data in February 2019 accessed in December 2019 at 10:00, vocational school graduates were the biggest contributor to the open unemployment rate, namely 8.49%.

SMK, which aims to assist the government in reducing labor problems, is the highest contributor to unemployment. This causes vocational students to be unable to compete with bachelor graduates who are more skilled in getting jobs. Besides, it is still rare for vocational graduates to be interested in entrepreneurship.

The low desire for entrepreneurship also occurs in several vocational students in East Jakarta. In fact, with the development of entrepreneurship education in various fields, the metropolitan area (capital city) students should have more interest in entrepreneurship. As stated by Mulyana et al., (2013) that the efforts of the Ministry of Education and Culture (Ministry of

Education and Culture) to design various teaching programs and curricula that direct the development of entrepreneurial character in students as well as entrepreneurial fostering that is carried out correctly and directed at an early age will direct graduates to have the ability and interest in entrepreneurship.

Based on the initial survey, it was found that only 36.67% of students believed in entrepreneurial success after graduating from school. This is due to the lack of experience in entrepreneurship, lack of self-confidence, and students' lack of knowledge about entrepreneurship.

Entrepreneurship education can be implemented in an integrated manner with educational activities in schools, then applied to the curriculum by identifying the types of activities in schools that can realize entrepreneurship education and be realized by students in everyday life.

Entrepreneurship education not only provides a theoretical basis for the concept of entrepreneurship but shapes the attitudes, behavior, and mindset of an entrepreneur. It is an investment in human capital to prepare students to start a new business through the integration of experiences, skills, and knowledge essential to developing and expanding a business. Entrepreneurship education can also increase students' interest in choosing entrepreneurship as a career choice in addition to career choices being private employees, civil servants, or state-owned enterprises (BUMN) employees which can significantly direct attitudes, behaviors, and interests toward entrepreneurship.

In research conducted by Wibowo & Pramudana, (2016) provides results that entrepreneurship education has a significant effect on a person's entrepreneurial intention. Meanwhile, according to Santy et al., (2017) self-efficacy, subjective norms, and attitudes, entrepreneurship education also affects entrepreneurial intentions.

Entrepreneurial Intention (EI)

The intention of entrepreneurship is the desire or intention of a person to become entrepreneurial, that is, independently and seriously to start a business Vernia (2018). In line with Puspitaningtyas (2017) defines the intention of entrepreneurship as the intention or

determination of an individual to become an entrepreneur. Karyaningsih et al., (2017) concluded that the intention of entrepreneurship is a desire, intention, or a strong determination to himself to take action to be entrepreneurial. Thus, entrepreneurial intentions are a person's strong intention to take entrepreneurial action by creating new products through business opportunities and taking risks.

Entrepreneurial intention is therefore something that affects the whole entrepreneurial process. One's intention towards starting a business can be increased with entrepreneurial education Douglas (2020). Andika & Madjid (2012) stated that entrepreneurial intentions, namely the tendency of individuals to take entrepreneurial actions by creating new products through business opportunities and taking risks.

It can be concluded that entrepreneurial intentions are a person's strong intention to take entrepreneurial action by creating new products through business opportunities and taking risks.

Self Efficacy (SE)

In the context of entrepreneurship Islamic (2017), self-efficacy is defined as the strength of a person's belief that he will be able and successful in performing various roles in entrepreneurship. According to Bandura (1997), self-efficacy is defined as a person's ability to complete a particular job. self-efficacy is defined as a person's ability to complete a particular job. R.Karyaningsih & Wibowo (2017) concluded that self-efficacy is a belief in one's abilities. When someone is not sure they can produce the results they want, they have little motivation to act.

Handaru et al., (2014) defining self-efficacy as self-assessment, whether it can do good or bad, right or wrong actions, can or cannot do as required. Doanh & Bernat (2019) self-efficacy is an individual's confidence in his/her ability to accomplish the entrepreneurial process.

Regarding some scholars found, it can be stated that self-efficacy is a person's belief in his ability to take action to complete the entrepreneurial process.

Subjective Norms (SN)

According to Santy et al., (2017) subjective norms are individual beliefs about the surrounding environment and individual

motivation to follow these norms. In line with Bayu Adi Jaya & Seminary (2016) subjective norms, namely individual beliefs to comply with directions or recommendations of people around them to participate in entrepreneurial activities. Maskur et al. (2015) mentioning subjective norms is a person's perception of social pressure to perform or not perform the behavior.

Vemmy (2013) defining subjective norms as the individual's perception of whether other people will support or not the realization of the action. Fenech et al. (2019) subjective norm are the views that are considered important by individuals who advise the entrepreneur to perform or not perform certain behaviors influencing the motivation and willingness to perform of the entrepreneur.

Therefore, the subjective norm is an individual's belief in the beliefs of other people around him to do or not do something.

Entrepreneurial Attitude (EA)

According to Nurfitriya (2018), entrepreneurial attitude is defined as the tendency to think (cognitive), feel (affective), and behave (conative) of an entrepreneur at work that leads to efforts to find, create, implement new ways of working, technology, and products, increase efficiency, and get more benefits. Dewi (2016) an entrepreneurial attitude is also including a person's readiness to respond consistently to the characteristics possessed by an entrepreneur, namely self-confidence, task and result-oriented, risk-taking and likes challenges, leadership, originality, and future orientation.

Abun et al., (2019) entrepreneurial attitude is an individual feeling, thought, and conations toward entrepreneurship. It is considered as a function of the value, belief, and favorability of entrepreneurship. Kusmintarti (2016) defines entrepreneurial attitudes as the tendency to give likes or dislikes to entrepreneurship.

Thus, a person's readiness to respond consistently to the characteristics possessed by an entrepreneur at work leads to efforts to find, create, implement new ways of working, technology, and products, increase efficiency and obtain greater profits stated as an entrepreneurial attitude.

Self-Efficacy on Entrepreneurial Intention

According to Puspitaningtyas (2017), if individuals have a high level of efficacy, they will have confidence in the ability to carry out certain activities. Santy et al., (2017) mentioning self-efficacy affects a person's intention to entrepreneurship from the internal side of a person, namely a sense of self-confidence to start a business. According to Karyaningsih & Wibowo (2017), someone who has high self-efficacy has the potential to be able to change events in his environment, is more likely to act, and is more likely to be successful than a person who has low self-efficacy.

Doanh & Bernat (2019) when undergraduate and graduate students have a high self-efficacy, they also have high intention regarding engaging in entrepreneurship and even high entrepreneurial behavior. Bhuyan & Pathak (2019) a person with high Self-efficacy has a high confidence level that fosters their intention for entrepreneurship.

By these previous studies, this study explores deeply the proven hypothesis.

H1: There is a positive influence between Self Efficacy and Entrepreneurial Intention

Subjective Norms on Entrepreneurial Intentions

According to Do & Dadvari (2017), Subjective norms can influence entrepreneurial intentions from the external side in the form of support for the environment, both family, friends, lecturers, and successful entrepreneurs. According to Krithika & Venkatachalam (2014) more supportive of the subjective norms, the intention will be higher. If the target behavior is more attractive to the individual, the intention will be higher. It can be interpreted that the more supportive of subjective norms, the intention will be high. If the target's behavior is higher, the intention will be high.

Bhuyan & Pathak (2019) the impact of subjective norms which includes the immediate family and friends support for entrepreneurial intention to lay a foundation for a successful entrepreneurial career. Islami (2017) Subjective norms provide a fairly good role which is reflected in the fairly high role of subjective norms, namely the belief in the support of family, friends, lecturers, and people who are considered important in starting a business.

By these previous studies, this study explores deeply the proven hypothesis.

H2: There is a positive influence between Subjective Norms and Entrepreneurial Intentions

Entrepreneurial Attitudes on Entrepreneurial Intentions

According to Do & Dadvari (2017), entrepreneurial attitude influences an individual's entrepreneurial intention. Thus, to increase the level of entrepreneurial intention, it may be useful to promote positive attitudes towards entrepreneurship. It can be interpreted that entrepreneurial attitudes affect a person's entrepreneurial intentions. In increasing the level of entrepreneurial intention, it may be beneficial to increase positive attitudes towards entrepreneurship. Munawar & Supriatna (2018) entrepreneurial attitudes affect entrepreneurial intention or have a positive role in forming an entrepreneurial intention. Therefore, someone who wants to grow interested in entrepreneurship must be able to have a positive individual entrepreneurial attitude.

By these previous studies, this study explores deeply the proven hypothesis:

H3: There is a positive influence between entrepreneurial attitudes and entrepreneurial intentions

Self-Efficacy, Subjective Norms, and Entrepreneurial Attitudes on Entrepreneurial Intentions

According to Fenech et al. (2019) self-efficacy, subjective norms, and entrepreneurial attitudes positively affect entrepreneurial intentions that in turn lead to entrepreneurial activity. self-efficacy, subjective norms, and attitudes positively influence entrepreneurial intentions which in turn lead to entrepreneurial activities. Handaru et al., (2014) that entrepreneurial attitudes, subjective norms, and self-efficacy together affect entrepreneurial intentions. When viewed as a whole, people who dare to start a business tend to already have these three factors. On the other hand, people who have not dared to start a business tend not to have these three factors optimally

By these previous studies, this study explores deeply the proven hypothesis

H4: There is a positive influence between Self-Efficacy, Subjective Norms, and Entrepreneurial Attitudes with Entrepreneurial Intentions.

Therefore, the constellation of the study can be figured as follows:

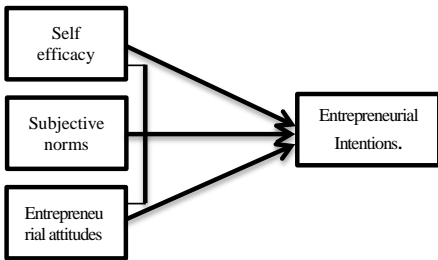


Figure 1. Conceptual Research Framework

Research methods

The method used in this research is the quantitative method. According to Sugiyono (2014), the quantitative research method is a research method based on the philosophy of positivism, used to research certain populations or samples, sampling techniques are generally carried out randomly, data collection uses quantitative or statistical data analysis research instruments with the aim of testing hypotheses that have been set.

In this study, the researcher prepared several questionnaires as a means of collecting data that would be filled in by predetermined respondents, namely vocational students in the East Jakarta area. The respondents including teachers at SMKN 10, SMKN 22, SMKN 40, SMKN 46, SMKN 48, SMKN 50, and SMKN 51. Researchers use the survey method because this method can cover many respondents and can cover a wider area. Besides, the survey method is considered appropriate for researchers to use following the research being conducted.

Results and Discussion

The description of research data is a general description of the distribution. This study uses four variables with one dependent variable (Y), namely Entrepreneurial Intention, and three independent variables (X), namely Self-Efficacy (X1), Subjective Norms (X2), and Entrepreneurial Attitude (X3). The results of calculating descriptive statistics for each variable are as follows:

Table 1 Variable Descriptive Analysis

Variable	Mean	Category
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Entrepreneurial Intentions	19.74	High
Self-Efficacy	21.94	High
Subjective Norms	52.10	High
Entrepreneurial Attitude	52.06	High

The descriptive analysis in Table 1 shows that all variables, namely entrepreneurial intention, self-efficacy, subjective norms, and entrepreneurial attitudes, have a mean in the high category. Meaning that self-efficacy, subjective norms, and entrepreneurial attitudes have a positive influence on entrepreneurial intentions

Result of Normality Test

The normality test in this study used the Kolmogorov-Smirnov test with a significance level (α) = 5% or 0.05. decision-making criteria, namely if the significance > 0.05 then the data is normally distributed, and if the significance < 0.05 then the data is not normally distributed. The results of the calculation of the Kolmogorov-Smirnov normality test data on Self-Efficacy, Subjective Norms, Entrepreneurial Attitudes, and Entrepreneurial Intentions using the SPSS program are as follows: Table 2

Kolmogorov-Smirnov Normality Test

	EI	SE	SN	EA
Sig (2-tailed)	0.200	0.200	0.200	0.200

Based on the test results, it can be seen that the data has a significant level of 0.200 > 0.05, it can be concluded that the data is normally distributed.

Results of Multiple Regression Analysis

Multiple regression test aims to determine the linear relationship between two or more independent variables and the dependent variable. This analysis is carried out to see the value obtained by the dependent variable if the value of the independent variable is increased or decreased. The following is the calculation result of the multiple regression test:

Table 3 Multiple Regression Test

Model	Unstandardized Coefficients	
	B	Std. Error
(Constant)	1,570	1,216
Self Efficacy	.436	.034
Subjective Norms	.088	.088
Entrepreneurial Attitude	.132	.094

Comment [U1]: Tambahkan referensi ahli disini utk menguatkan

a. Dependent Variable: Entrepreneurial Intentions

The multiple regression equation is as follows: $\hat{Y} = 1.570 + 0.436X1 + 0.088X2 + 0.132X3$

Result of F-test

The F test is used to determine the effect of the independent variables together on the dependent variable, whether the effect is significant or not. The following is in table 5 the calculation of the F test using SPSS as follows:

Table 4 F test

Model	Sum of Squares	Df	F
Regression	3101,292	3	9784,709
Residual	20,708	196	
Total	3122,000	199	

Based on table 3 F count is 9784.709, while F table can be seen in the statistical table at a significance of 5% or 0.05, df 1 (number of variables - 1) or 4 - 1 = 3, and df 2 = nk-1 (n is the amount of data and k is the number of independent variables or 200 - 3 - 1 = 196, then the Ftable will be obtained at 2.65.

If F count <F table then H0 is accepted, but if Fcount > Ftable then H0 is rejected. From the calculation, it is known that F count 9784.709 > 2.65 Ftable then H0 is rejected and Ha is accepted. It can be concluded that self-efficacy, subjective norms, and entrepreneurial attitudes together affect entrepreneurial intentions.

Result of T-test

The t-test aims to determine the effect of the independent variable partially on the dependent variable, whether there is an effect or not. Following are the results of the t-test calculation using SPSS:

Table 5 T test

Model	T
(Constant)	2,925
Self Efficacy	4,847
Subjective Norms	3,596
Entrepreneurial Attitude	3,966

Based on the t-count table of the Self Efficacy variable of 4,847. Based on the output, the t table can be seen at a significance level of 0.05, df = n - k - 1 (n is the amount of data and k is the number of independent variables) or 200 - 3 - 1 = 196, then the t table is 1.652. It can be seen that the t-count of Self-Efficacy is 4,847 > 1,652 which means that H0 is rejected. So it can be concluded that Self-Efficacy has a positive and significant effect on Entrepreneurial Intentions.

Based on the t-count table of the Subjective Norm variable of 3.596. Based on the output, the t table can be seen at a significance level of 0.05, df = n - k - 1 (n is the amount of data and k is the number of independent variables) or 200 - 3 - 1 = 196, then the t table is 1.652. It can be seen that the t-count of the Subjective Norm is 3.596 > 1.652 which means that H0 is rejected. So it can be concluded that Subjective Norms have a positive and significant influence on Entrepreneurial Intentions.

Based on the t-count table, the entrepreneurial attitude variable is 3,966. Based on the output, the t table can be seen at a significance level of 0.05, df = n - k - 1 (n is the amount of data and k is the number of independent variables) or 200 - 3 - 1 = 196, then the t table is 1.652. It can be seen that the t-count of entrepreneurial attitudes is 3,966 > 1,652, which means that H0 is rejected. So it can be concluded that entrepreneurial attitudes have a positive and significant effect on entrepreneurial intentions.

Result of Coefficient Determination

The coefficient of determination is used to measure how much the ability of a model to explain the dependent variables. The following is the calculation of the coefficient of determination using SPSS:

Table 6 Coefficient of Determination

Model	R	R Square	Adjusted R Square
1	.697	.693	.693

Based on the table above, it can be seen that R2 (R Square) is 0.693. This means that the Self-Efficacy (X1), Subjective Norms (X2), and Entrepreneurial Attitudes (X3) to explain the Entrepreneurial Intention (Y) variable simultaneously is 69% while the remaining 21%

is influenced by other factors not examined by the researcher.

Discussion

Based on the calculation result, the multiple regression equation is as follows: $\hat{Y} = 1.570 + 0.436X_1 + 0.088X_2 + 0.132X_3$. Based on the table above, the constant value means that if self-efficacy, subjective norms, and entrepreneurial attitudes are 0, then the entrepreneurial intention is valuable.

The regression coefficient value of the self-efficacy variable (X_1) is 0.436, meaning that if self-efficacy has increased by 1, then the entrepreneurial intention will increase by 0.436. The coefficient of X_1 is positive, meaning that there is a positive influence between self-efficacy (X_1) and entrepreneurial intentions (Y). This shows that the higher the self-efficacy, the higher the entrepreneurial intention of students. These results are in line with the research which states that the higher the self-efficacy, the higher the entrepreneurial intention of students.

The regression coefficient value of the subjective norm variable is 0.088, meaning that if the subjective norm has increased by 1, then the entrepreneurial intention will increase by 0.088. The coefficient of X_2 is positive, meaning that there is a positive influence between subjective norms (X_2) and entrepreneurial intentions (Y). This shows that the higher the subjective norm, the higher the entrepreneurial intention of students. In line with research Santy et al., (2017) states that the higher the subjective norm, the higher the entrepreneurial intention of students.

The regression coefficient value of the entrepreneurial attitude variable is 0.132, meaning that if the entrepreneurial attitude has increased by 1, then the entrepreneurial intention will increase by 0.132. The coefficient X_3 is positive, meaning that there is a positive influence between entrepreneurial attitudes (X_3) and entrepreneurial intentions (Y). This shows that the higher the entrepreneurial attitude, the higher the entrepreneurial intention of the students. In line with the research proposed by Do & Dadvari (2017) who argues that the higher the entrepreneurial attitude, the higher the entrepreneurial intention of the students.

Based on the calculation of the F Test, the value of the F-table is 2.65. while F-count has a value of 9784.079 where the value of the F-

count is greater than the F-table. Then H_0 is rejected and H_a is accepted. From these explanations, it can be concluded that self-efficacy, subjective norms, and entrepreneurial attitudes simultaneously influence entrepreneurial intentions. In line with research conducted by Fenech et al., (2019) who say that the level of self-efficacy, subjective norms and entrepreneurial attitudes affect the level of entrepreneurial intentions.

Furthermore, a t-test was carried out by obtaining the t-count value of the Self-Efficacy variable (X_1) of $4,847 > 1,652$ t table which means that H_0 is rejected. So it can be concluded that Self-Efficacy has a positive and significant effect on Entrepreneurial Intentions. While the t-count of the Subjective Norm is $3,596 > 1,652$ which means that H_0 is rejected. So it can be concluded that Subjective Norms have a positive and significant influence on Entrepreneurial Intentions. While the t-count of Entrepreneurial Attitudes $3,966 > 1,652$ which means that H_0 is rejected. So it can be concluded that entrepreneurial attitudes have a positive and significant effect on entrepreneurial intentions. In testing the coefficient of determination R^2 (R Square) obtained a value of 0.693. This means that Self-Efficacy (X_1), Subjective Norms (X_2),

Conclusion

Based on the results of research on Self-Efficacy, Subjective Norms, and Entrepreneurial Attitudes on Entrepreneurial Intentions in SMKN East Jakarta students, it can be seen that self-efficacy, subjective norms, and entrepreneurial attitudes have a positive and significant effect on entrepreneurial intentions. The higher the self-efficacy, subjective norms and entrepreneurial attitudes will increase the entrepreneurial intention of students. Therefore, self-efficacy, subjective norms, and entrepreneurial attitudes need to be improved so that students have high entrepreneurial intentions.

Entrepreneurial intentions are not only influenced by self-efficacy, subjective norms, and entrepreneurial attitudes, but there are other factors not examined by researchers such as economic factors and technological factors. However, this study proves empirically that self-efficacy, subjective norms, and entrepreneurial attitudes are factors affecting students' entrepreneurial intentions.

Suggestion

For students, to better understand and learn about entrepreneurship, so that in the future students will be able to excel in entrepreneurship and have great competitiveness. For parents, it is better to start teaching an entrepreneurial mindset from an early age, driven by high self-esteem. Thus students are used to it so that it can help students to have the confidence to be entrepreneurial. Besides, children are introduced to buying and selling practices. By accustomed to doing things like this, in the future children can have entrepreneurial feelings.

For the school, it must provide motivation to students and instill talent and explore their potential to become entrepreneurs so that it grows students to have the ability to manage businesses and lead in starting a business. The existence of adequate entrepreneurial facilities, of course, will nurture students to have an entrepreneurial spirit. For the State University of Jakarta, as educators graduates are expected to be able to instill a high entrepreneurial spirit so that in the future educators who are involved in the world of school can guide and motivate their students to become entrepreneurs.

For researchers who will research Entrepreneurial Intentions in students, in addition to self-efficacy, subjective norms and entrepreneurial attitudes are expected to examine other factors that affect Entrepreneurial Intentions such as socio-culture, technology, and economy. This is done so that further research can provide more benefits and expand insight and knowledge related to Entrepreneurial Intention variables

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